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ABSTRACT

As part of a 2-year study to plan, develop, and offer relevant continuing education programs for women in Pensacola, a Delphi study was conducted to determine the educational needs and priorities of different types of women living in Pensacola. The Delphi method was selected because it is considered an effective way of eliciting the opinions of a variety of people free of group dynamics, because it has been shown to produce a superior amount and quality of information relative to the resources and time expended, and because it seemed an innovative way to develop a community of women who might in the future work together on women's programs in Pensacola. Four iterative questionnaires were developed and distributed over a 7-month period. A respondent panel of 56 women reviewed and ranked objectives and resources available (resources we have) and resources not available (resources we need) required to achieve the objectives. The respondents also recommended, reviewed, and voted on specific program suggestions that could be developed during the second year of the project. The study achieved its primary aim: To offer relevant program suggestions for the Continuing Education for Women Program in Pensacola. The report provides an overview of the Delphi technique, summary of the methods and questionnaires, and data summary. Appendix 1 lists available and needed resources and recommended programs under each of 10 objectives: Day care facilities available as needed, increased participation of women in politics, community awareness programs for women, a women's center, creation of part-time job opportunities for women, programs to increase women's awareness of Federal and State legislation which protect their interests and rights, compilation of a community and regional directory of existing opportunities and resources, career awareness throughout the elementary and secondary schools, enforcement of equitable credit regulations, and public school education in parenting. Second-year program plans are outlined in child care, health, politics, and employment. (JT)

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CONTINUING EDUCATION
FOR WOMEN
PLANNING DELPHI

FINAL REPORT

SEPTEMBER, 1976

BY

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A very special thanks to Dr. Collin Ballance and his assistants from the Educational Research and Development Center, The University of West Florida, who have been generous with their expertise, time, and energy in electronically data processing the study materials.

Two design consultants, Dr. Norman Dalkey of the University of California at Los Angeles (who with Olaf Helmer, originally developed the Delphi process) and Dr. Peter Goldschmidt of Policy Research Incorporated, have contributed to the study design and have reviewed the draft questionnaires.

We would also like to thank Margreth Barrett, The University of West Florida; Christy Garrett, The University of West Florida; Dr. Marilyn Leftwich, Pensacola Junior College; Polly Crongeyer, YWCA; Vera McCorvey, Community Mental Health Center; Charlotte Wittwer, Pensacola News Journal; and Cora Locks and Beverly Randall of Policy Research Incorporated, who pretested the questionnaires, and whose comments proved invaluable.

Without the assistance and support of the project staff, we would never have been able to carry out the project to a successful completion. To Alyson Fisk, Laurette Ferland, and Becky Price we offer our particular thanks and cheers for completion of a myriad of tasks including typing, coding, mailing, and transcribing the study instruments. A special thanks goes to Jed Mongeon, Division of Continuing Education, The University of West Florida, for his review and editing assistance.

Finally, we would like to express our warm gratitude to the respondents, who gave of their time and shared their knowledge and dreams with us. In

reality, this is their study. We hope its results will bear fruit for them, and for all the women of Pensacola, and that the project goal will be achieved

> "TO CREATE A PENSACOLA IN WHICH WOMEN ARE AWARE OF OPTIONS, TAKE RESPONSIBILITY FOR CHOICES, AND HAVE THE RESOURCES FOR DIRECTING THEIR OWN LIVES".

Delphi Respondents

Jan Allen
Valeria Arnold
Sherlee Aronson
Agnes Autrey
Nini Baird
Margaret Barrett
Laura Bartens
Joyce R. Brock
Dorothy Brown
Obera Browning
Velma Cagle
Edna Colby
Margaret B. Cross
Nancy Czatt
Joyce Dannheisser
Mary Lou Daugherty
Gloria F. Dawson
Hester F. Dial
Margaret Dixon
Jane Dysart
Linda Ellsworth
Lucy Fleming
Dale Godwin
Marge Godwin
Linda B. Hendricks
Mary Hood
Pat Howe
Verla Mae Huie
Barbara Ilg
Carol L. Johnson
Hilda Jones
Barbara Ladd
Sally A. Lavery
Becky Livingston
Pearline McClendon
Peacho McCorvey
Hope Mager
Marlene Mathis
Claudia Matthews
Judith Nelson
Charlene Nimmo
Joan Ren
Ida P. Royster
Ahsaki E. Sadiq
Pam Scarborough
Nancy J. Schember
Mary F. Schiller
Debra Schneider
Theresa Spera
Carrie Stallworth
Gene Treadway
Kathryn Watson
Marlo Whitfield
Lynda Whitney
Mildred Williams
Jennie L. Wishmeyer

We would be pleased to share our experience with those who are interested and we welcome comments on the study. Having participated in this exploratory venture, we are excited about its results and its potential.

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INTRODUCTION

Background

The Continuing Education for Women Planning Study was born and developed in Pensacola, and carried out almost exclusively by women in this area. The two-year project, funded by the United States Office of Education (of the Department of Health, Education, and Welfare), began as a creative attempt to explore and meet the continuing education needs of Pensacola women.

The University of West Florida plan submitted to HEW contained four basic elements to be completed over the two-year period: (1) formation of a community task force; (2) development of a media outreach campaign; (3) conduct and completion of a Delphi study; and, based on the results of the Delphi and with the guidance of the task force, (4) the offering of relevant continuing education programs for women in Pensacola.

The first year of the project, fiscal year 1975-76, saw four elements become reality: development of a community task force; conduct of a media outreach campaign; completion of a Delphi study; and development of specific program suggestions. These are briefly described below.

Community Task Force

As a first step toward insuring the relevance of this project to the needs of area women, a community task force of informed citizens active in education and attuned to the special needs of women was formed.

A volunteer body, the task force acts as an advisory board and resource panel for the project office staff and represents the first unified group of

agency representatives, educators, and community organization leaders assembled in Pensacola for the purpose of addressing the needs of women.

Media Outreach

A second major component of the project's first year was the development of the media outreach campaign. The project's Outreach Coordinator, with WSRE, the educational television station in Pensacola, produced and edited a thirty-minute film documentary titled: "Women: A Pensacola Point of View". Over 130 women were interviewed and excerpts of 75 of those interviews make up the documentary in which the women voice their opinions regarding employment, marriage, equality, and other problems facing women in Pensacola.

The film is used as an "attention getter" for the project. The Outreach Coordinator presents the documentary at local church group meetings, women's clubs, and professional organizations to arouse their awareness of the special needs of area women and to stimulate their interest in participating in the project's programming efforts.

The media outreach campaign was developed in the project's first year and is being shown in the community on an average of three times per week during the project's second year.

Delphi Study

The third major aspect of the project's first year was the completion of a Delphi study to determine the educational needs and priorities of Pensacola women. The respondent panel, a cross section of women, determined what programs were needed, how important they viewed each of these programs, resources available in the community, and resources needed but not yet available.

Programming

Since specific programs are the direct results of this study's findings, they are discussed in Appendix III of this report.

Purpose and Organization of the Report

The third element of the project, the Delphi study, is the focus of this report. In order to develop relevant continuing education programs, it was first necessary to find out the continuing education programs needed by the different types of women living in Pensacola, hence the Delphi study. This particular method was used by The University of West Florida for three reasons:

* It is an effective way of eliciting the opinions of a variety of people free of group-dynamics;
* It has been shown to produce a superior amount and quality of information relative to the resources and time expended; and
* It seemed an innovative way to develop a community of women who might in the future work together on women's programs in Pensacola.

This report provides an overview of the Delphi technique, a summary of the methods and questionnaires used to conduct the inquiry, and describes the study results -- the educational needs and priorities of women in Pensacola.

THE STUDY PROCESS

Overview

The Delphi procedures were first developed at the RAND Corporation in the mid 1950's as a means of systematically using expert opinion in forecasting the future and developing group consensus. Recently the technique has been extended to many other areas, including policy analysis and the determination of social opinion in various fields.

The Delphi technique, a method for the systematic collection of informed opinions on a particular topic, has three essential features:

* anonymity -- responses are confidential;
* controlled feedback to succeeding questionnaires -- gives respondents an opportunity to review the range of responses; and
* statistical group response -- percentages from the separate respondent categories are reported rather than individual, personal responses.

All necessary steps were taken to preserve the anonymity of the responses so that participants would feel free to express their views without the usual social pressure exerted by face to face meetings. Such anonymity facilitates the expression of personal and honest comments, regardless of professional, economic, or educational level. Each respondent was assigned a three digit code number: all responses were analyzed in the aggregate by respondent category, and for the full group.

For the purpose of encouraging the participation of the individual respondents, however, the Project Director and her Research Assistant had access to the list of code numbers and the respondent names. Project staff followed up those respondents who had not returned their questionnaires by the stipulated deadlines.

The Delphi process is cumulative; respondents to the Continuing Education

for Women Planning Study answered four questionnaires over a seven-month period. Included with each questionnaire (except the first) were the results of the previous questionnaire. This provided respondents with on-going results and gave them a data base for use in responding to the new questionnaire.

The first round of this Delphi study was exploratory, presenting a broad spectrum of possibilities for respondents to consider. As the study progressed, group views on certain topics began to emerge, as did group differences. These group similarities and differences were then examined in greater depth in the next three rounds. Respondents were encouraged to think deeply about the questions posed, to formulate new questions, and to explore new alternatives for continuing education for women. There was no "correct" conclusion to the exercise. Rather, respondents were involved in a group process to creatively develop program ideas.

Study Respondents

Often when groups of "experts" are asked for their opinions about certain subjects, "expert" is narrowly defined as a person possessing certain academic qualifications or professional training. For this study, however, the women of Pensacola were viewed as "experts" because they were the potential clients or consumers of the Continuing Education for Women programs, and were most familiar with the needs of women in Pensacola and the resources available. Therefore, a cross section of the female population of Pensacola became the "expert" panel for this Delphi study.

Insofar as possible, the respondent population included representatives of the different female populations of Pensacola. It should be pointed out that a probability sample of the population is not necessary for this type of study. The intention is not to be proportionately representative of the general

population, but to allow interaction among individuals who can contribute differing perspectives to the particular subject area.

Letters of invitation were sent to approximately 100 women; 85 responded positively. Fifty-six women completed at least one questionnaire; they constitute the respondent panel for the study. Twenty-two respondents (39% of the panel) completed all four questionnaires; an additional 15 (27%) completed 3 of the 4 questionnaires.

The initial response rate (58%) and the percentage of panelists completing all questionnaires (39%) compares favorably with other Delphi studies, particularly given the fact that this respondent group was a relatively large one with no central locus. That is, they were not members of one organization, nor were they selected authorities who would be likely to feel a professional obligation to respond.

Development of the Study Design

In the first month of operation, the Continuing Education for Women project staff and the newly formed community Task Force met in a two-day residential conference. The conference established the following goal for the project:

> "TO CREATE A PENSACOLA IN WHICH WOMEN ARE AWARE OF OPTIONS, TAKE RESPONSIBILITY FOR CHOICES, AND HAVE THE RESOURCES FOR DIRECTING THEIR OWN LIVES".

Participants compiled lists of Resources We Have (available through Task Force membership or within the community) as well as lists of Resources We Need (undeveloped programs or services) necessary for the realization of the goal.

In September, 1975, the Project Director, Research Assistant, and the Delphi Study Designer met to design the study, and began to develop the first round questionnaire.

The goal adopted by the Task Force (stated on page 6) became the basis for this Delphi study. At this September meeting, a list of Objectives or ways of reaching the goal was brainstormed.

Also at this meeting, a nominal group process was used to pare down the extensive list of more than 60 brainstormed Objectives to a more manageable list of 20.

The Task Force then utilized the nominal group process to pare the lists of Resources We Have and Resources We Need to more manageable numbers to be included in the first round questionnaire.

The study design was finalized, and the first questionnaire distributed to respondents by late November. It should be noted that while the initial study design was used as a guideline, some changes were made as the study progressed and as participants identified areas of interest. The final study design is shown as Table I.

Throughout the study, three areas of interest were consistently pursued in relation to the study goal:

1) an exploration of the Objectives that could be achieved in reaching the goal -- their relative Importance and Feasibility;

2) consideration of the Resources We Have (resources already available in Pensacola) -- their Importance in relation to the goal and Objectives, and the degree to which they were Supportive; and

3) a review of Resources We Need (potential Resources) -- their relative Importance and Feasibility.

Based on the Objectives, Resources We Have, and Resources We Need that emerged as Important, Supportive, and Feasible, respondents made specific program suggestions in the third round and rated the urgency of each in the fourth round. A description of the process of developing each questionnaire follows.

Table 1

THE STUDY DESIGN -- UNIVERSITY OF WEST FLORIDA

CONTINUING EDUCATION FOR WOMEN PLANNING DELPHI

Round One	Round Two	Round Three	Round Four
Objectives: *Rate Importance & Feasibility *Respondents suggest additions	Objectives: *Rank Objectives *Indicate reasons for infeasible ratings	Objectives & Resources: *Suggest which Resources would help in achieving the Objectives *Suggest programs for the Objectives & Resources	Objectives & Resources: *Vote & comment on Objective/Resource relationship *Vote & comment on programs suggested by respondents
Resources We Have: *Rate Importance and Supportiveness *Respondents suggest additions	Resources We Have: *Rank Resources We Have *Indicate reasons for non-supportive ratings		
Resources We Need: *Rate Importance & Feasibility *Respondents suggest additions	Resources We Need: *Rank Resources We Need *Indicate reasons for infeasible ratings		

Questionnaire Design and Implementation Activities

The process for production of the questionnaires was repeated for each round; therefore, a description only of the first round developed is presented to avoid repetition.

The initial questionnaire was developed based on the study design (page 8). Included in this development was the use of two scales, Importance and Feasibility, that had been designed and used previously on other Delphi studies, and a Supportiveness scale designed specifically for this study by the Delphi Study Designer.

The questionnaire was reviewed within Policy Research Incorporated, and submitted to the UWF Project Director for review. A revised questionnaire was then pretested by eight persons (six Task Force members and two Policy Research, Incorporated staff members), and reviewed by the Delphi Study Designer and the two design consultants. Based on the results of the pretest and consultant reviews, the Delphi Study Designer revised the questionnaire. It was then sent to The University of West Florida for typing and dissemination.

The Delphi Designer developed and sent to the Project Director the coding forms and instructions, transcription forms, and analytic procedures that were to be used in extracting data from the completed questionnaires and conducting the electronic data processing of the completed questionnaires.

As the completed questionnaires were returned by respondents to UWF, they were transcribed and coded in the project office; data processing completed by the Educational Research and Development Center at The University of West Florida after the questionnaires had been coded.

The Delphi Designer then analyzed the quantitative results, and narrative comments; and prepared the summary of results and the first draft of the

succeeding questionnaire. The content of each of the four study questionnaires is detailed below.

First Questionnaire

The first questionnaire included three sections: Objectives, Resources We Have, and Resources We Need.

In the first section, the 25 top Objectives (ways of achieving the goal) suggested by the Task Force were presented for respondent voting and comment. They were asked to rate the Importance and Feasibility of each Objective (using the five point scales shown in Tables 2 and 3). They were also given the opportunity to suggest additional Objectives and to comment on those included for voting.

The second section included 18 Resources We Have. The respondents voted on these Resources in terms of Importance and Supportiveness (the Supportiveness Scale is shown as Table). Again, they could make comments on those included in this list and recommend additional Resources We Have for consideration.

The third section presented 12 Resources We Need for voting. The two ratings for these resources were Importance and Feasibility. Again, comments were encouraged and additional items could be recommended.

Second Questionnaire

The second questionnaire also included three sections relating to Objectives, Resources We Have, and Resources We Need.

In the Objectives section, made up of the 15 Objectives which had received the highest Importance rating in the first round and 17 additional Objectives recommended by respondents in that first round, respondents were asked to select and rank only ten Objectives of the total 32.

Table 2

IMPORTANCE SCALE

Scale Reference	Definitions
5. Very Important	A most relevant point First order priority Has direct bearing on major issues Must be resolved, dealt with or treated
4. Important	Is relevant to the issue Second order priority Significant impact but not until other items are treated Does not have to be fully resolved
3. Moderately Important	May be relevant to the issue Third order priority May have impact May be a determining factor to major issue
2. Unimportant	Insignificantly relevant Low priority Has little impact Not a determining factor to major issue
1. Most Unimportant	No priority No relevance No measurable effect Should be dropped as an item to consider

Table 3

FEASIBILITY/PRACTICALITY SCALE

Scale Reference	Definitions
5. Definitely Feasible	Can be implemented No research and development work required (necessary technology is presently available) Definitely within available resources No major political roadblocks Will be acceptable to general public
4. Probably Feasible	Some indication this can be implemented Some research and development required (existing technology needs to be expanded and/or adopted) Available resources would have to be supplemented Some political roadblocks Some indication this may be acceptable to the general public
3. May or May Not be Feasible	Contradictory evidence this can be implemented Indeterminable research and development effort needed (existing technology may be inadequate) Increase in available resources would be needed Political roadblocks Some indication this may not be acceptable to the general public
2. Probably Infeasible	Some indication this cannot be implemented Major research and development effort needed (existing technology is inadequate) Large scale increase in available resources would be needed Major political roadblocks Not acceptable to a large proportion of the general public
1. Definitely Infeasible	Cannot be implemented (unworkable) Basic research needed (no relevant technology exists, basic scientific knowledge lacking) Unprecedented allocation of resources would be needed Politically unacceptable Completely unacceptable to the general public

Table 4

SUPPORTIVENESS SCALE

Scale Reference	Definitions
5. Most Supportive	Has active programs for women, or in which women participate Often supports programs for women through donated resources -- financial or otherwise Is very active in setting up, or participating in, linkages for women's programs
4. Supportive	Has some programs for women, or in which women participate Supports programs for women through donated resources -- financial or otherwise Is active in setting up, or participating in linkages for women's programs
3. Moderately Supportive	Ocassionally offers programs for women, or in which women participate Occasionally supports programs for women through donated resources -- financial or otherwise Has participated in linkages for women's programs
2. Unsupportive	Rarely offers programs for women, or in which women participate Rarely supports women's programs through donated resources -- financial or otherwise Has rarely participated in linkages for women's programs
1. Most Unsupportive	Never offers programs for women Discourages women from participating in programs offered to the "public" Has never supported women's programs through donated resources -- financial or otherwise Has never participated in linkages for women's programs

In addition, the four Objectives which were included in the top ten in terms of Importance in the first round, but not in terms of Feasibility, were presented for comment. Respondents were asked to indicate the reality basis (political, practical, social, or "other") for their previous Feasibility rating, and to elaborate on the reason for this Feasibility rating.

The Resources We Have section included the 15 Resources We Have which received the highest Importance rating in the first round, and the 12 additional Resources We Have recommended by respondents. Respondents were asked to select and rank ten of these Resources.

Only two of the Resources We Have were considered Important but not very Supportive by respondents in the first round. As with the Objectives, these were presented for respondents to indicate the basis and reasons for their Supportiveness rating.

In the Resources We Need section, the ten Resources that received the highest Importance rating and the 13 additional Resources suggested by respondents in the first round were included for voting. Respondents selected and ranked ten of these.

Only one of the Resources We Need that was considered Important by the respondents was also voted as relatively infeasible in the first round. This item was presented to the respondents so that they could indicate the basis and reasons for the Feasibility rating.

An optional section was added to the second questionnaire. For diversion, respondents were encouraged to take pen in hand and write "Odes to the Oracle" of Delphi. The poems were to be one or two stanzas encouraging respondents to be quick, and dedicated to the study's completion. The following inspirational examples were provided:

Blossoms are orange
Marys are bloody
Don't get drunk
Till you finish the study!

Roses are red
Violets are blue
Quick, do the Delphi
Many thanks to you!

Third Questionnaire

With the third questionnaire, the separate sections Objectives, Resources We Have, and Resources We Need were drawn together. Respondents had two tasks in this third round. The first was to suggest which Resources (either those "We Have" or those "We Need") that could be used to achieve the top ten Objectives as ranked by respondents in the second questionnaire.

The second task was a critical one to the overall purpose of the study. Respondents were asked to suggest programs or projects that would help in achieving the top ten Objectives, and programs or projects leading to the development of the top ten Resources We Need. Although the program or project was to be related generally to women's educational needs, it was not necessary that it be operated by the Division of Continuing Education at The University of West Florida. Respondents were asked to suggest programs or projects that were realistic (could be carried out, or at least begun, within the second project year); they were also asked to be as specific as possible.

In a lighter vein, the 26 odes suggested by respondents in the second questionnaire were presented for information and inspiration. Respondents were again invited to write more "Odes to the Oracle".

Fourth Questionnaire

This last questionnaire included three sections, one of which was optional. The first section presented the programs from the third round recommended by respondents for the Objectives and Resources We Need. There was an average of eight programs suggested for each Objective or Resource. Respondents

were asked to indicate the three programs they thought to be most urgent for each Objective and Resource We Need. They were also invited to comment on the program suggestions.

In the second section of this questionnaire, respondents were asked to rate the Feasibility of the top 15 Objectives. This had not been done in the second questionnaire, and it was thought desirable to give respondents a chance to rate the Feasibility of the Objectives after considering each other's comments on these items in the preceding rounds.

The Optional Section again presented the top ten Objectives and asked respondents to suggest which resources would be useful in achieving them. Results of the third questionnaire indicated that the complete list of Resources from the third round was needed to give valid and complete judgment. Therefore, in this questionnaire 30 of the Resources We Have and all 25 of the Resources We Need were presented for possible inclusion. This was thought to be less constraining than including only the top ten from these lists.

Finally, all 38 Odes to the Oracle that had been submitted by participants were presented. Respondents were asked to rate them using a five-point Ode Scale, shown as Table 5.

Respondent Evaluations

In order to determine respondent's reactions to the study, a nine-item evaluation form was distributed to the 20 respondents who attended the Delphi Appreciation Reception, held on August 26. A copy of the evaluation form was also sent to those respondents who did not attend the reception.

Thirty-one of the 56 panelists (55%) completed the evaluation form. The results were almost unanimously positive. Respondents who completed the evaluation form indicated particularly that the study had served as a catalyst

Table 5

ODES SCALE

Scale Reference	Definitions
5. Fantastic	Reminiscent of Sylvia Plath, Elizabeth Barrett, Nikki Giovanni, etc.
4. Much better than most	Definitely of publishing quality
3. About what one would expect	Average for the excellence we have come to expect from Pensacola Delphi respondents
2. Could be better	Perhaps needs a bit of work -- one can't always have a perfect first draft
1. Not acceptable	Ignore this rating -- not acceptable for any of the odes suggested!

to further education, and to participation in programs for women and external to the home environment. The few negative comments centered on the complexity and length of the questionnaires.

THE RESULTS

The specific results are presented by section as they appeared in the questionnaires; i.e., Objectives, Resources We Have, and Resources We Need. The Objectives/Resources Relationships and Recommended Programs sections are presented together beginning on page 29. Unless otherwise stated, the results are those of the last round in which a vote was taken. The five-point scales are shown as Tables 2 - 4; it should be noted that on these scales five had the highest value.

Objectives

Objectives Table 6 (pages 31 - 33) shows the 32 Objectives reviewed by respondents in order of group ranking score. The five highest ranked were:

* day care facilities available as needed
* increased participation of women in politics
* community awareness programs for women (political, social, educational, etc.)
* a women's center -- independent of existing organizations; such a center would house many of the services listed earlier and be a place where a woman could go at any time for information, advice, and simply for company
* creation of part-time job opportunities for women

Of the top ten ranked Objectives, two had been suggested by respondents in the first round, these were:

* programs to increase women's awareness of federal and state legislation which protect their interests and rights (including job opportunities, education, credit, etc.)
* a women's center -- independent of existing organizations

In the second round, reasons were explored for the differences in the Importance and Feasibility votes of four Objectives. For these Objectives,

Table 6

OBJECTIVES -- PRESENTED IN ORDER OF GROUP RANKING SCORE

Identifying Number	Objectives	Rank Order	Feasibility Rating
1	Day care facilities available as needed	1	4.06
5	Increased participation of women in politics	2	3.54
6	Community awareness programs for women (political, social, educational, etc.)	3	3.87
24	A women's center -- independent of existing organizations. Such a center would house many of the services listed earlier and be a place where a woman could go at any time for information, advice, and simply for company.*	4	3.80
21	Creation of part-time job opportunities for women	5	3.62
34	Programs to increase women's awareness of federal and state legislation which protect their interests and rights (including job opportunities, education, credit, etc.)*	6	4.00
2	Compilation of a community and regional directory of existing opportunities and resources	7	3.95
22	Career awareness throughout elementary and secondary schools	8	4.06
20	Enforcement of equitable credit regulations	9	3.97
23	Public school education in parenting (from adolescence)	10	3.48
36	Political action to secure passage of E.R.A.*	11	3.10
40	Job readiness courses (to develop job re-entry skills)*	12	3.80

*This was an additional Objective suggested by a respondent.

Table 6

OBJECTIVES -- PRESENTED IN ORDER OF GROUP RANKING SCORE (cont'd)

Identifying Number	Objectives	Rank Order	Feasibility Rating
7	Programs aimed at needs of older persons	13	3.91
10	Programs aimed at needs of handicapped women	14	3.85
15	Divorce crisis center	15	3.67
8	Programs aimed at needs of minority women	16	3.44
35	Rape crisis center (and abortion information information center)*	17	
27	Women more active in county politics*	18	
14	Impartial source for birth control information	19	4.10
38	Programs designed to show women the alternative to having children*	20	
11	Women's job bank	21	3.71
28	Consciousness raising for women and men at community schools, university*	22	
33	Part-time job opportunities for high school women*	23	
30	Assertiveness training for women*	24	
3	Women's studies at UWF	25	3.80
25	Women's credit union*	26	
32	Transportation for women to and from jobs and educational programs*	27	
39	Programs aimed at better understanding the opposite sex*	28	
26	Women's studies other than at UWF*	29	
31	Women's recreation activities	30	

*This was an additional Objective suggested by a respondent.

Table 6

OBJECTIVES -- PRESENTED IN ORDER OF GROUP RANKING SCORE (cont'd)

Identifying Number	Objectives	Rank Order	Feasibility Rating
37	Education and support for women during pregnancy, during labor, and after birth	31	
29	Voluntary sterilization for women of legal age without harrassment	32	

the primary reality which respondents indicated as the reason for their Feasibility rating was as follows:

* increased participation of women in politics -- political realities
* creation of part-time job opportunities for women -- practical realities
* public school education in parenting -- social realities

Resources We Have

Altogether there were 27 Resources We Have reviewed by respondents. They are presented (in order of group ranking score) in Table 7 (pages 24 and 25). The top five ranked Resources We Have are:

* Pensacola Junior College
* University of West Florida
* public vocational and continuing education programs
* public school system (kindergarten through high school)
* Community Mental Health program

Of the ten top ranked Resources We Have, three had been respondents in the first round; these three are:

* Community Mental Health program
* newspaper
* County Health Department

On the second round, we gave respondents an opportunity to explain the reason for their Supportiveness rating on the two items which had received high Importance ratings, but relatively low Supportiveness ratings. They were asked to indicate the realities on which these ratings were based.

The realities indicated by most of the respondents for these two Resources We Have are as follows on page 26:

Table 7

RESOURCES WE HAVE -- PRESENTED IN ORDER OF GROUP RANKING SCORE

Identifying Number	Resources We Have	Rank Order	Feasibility Rating
1	Pensacola Junior College	1	3.88
2	University of West Florida	2	4.02
6	Public vocational and continuing education programs	3	4.02
5	Public school system (K-12)	4	3.22
22	Community Mental Health Program*	5	
21	Newspaper (to reach more blue-collar and minority women than the University or Educational T.V. would*	6	
15	WSRE (educational TV, channel 23)	7	4.02
16	Manpower Training Program	8	3.29
26	County Health Department*	9	
3	Legal Aid Society	10	3.60
23	YWCA*	11	
4	National Organization for Women (N.O.W.)	12	4.54
27	Area hospitals and clinics*	13	
8	Affirmative Action Officers in public and and private organizations	14	3.24
28	Escambia Human Relations Council*	15	
19	State Employment Agency (Service)*	16	
25	League of Women Voters*	17	
29	Childbirth Education Association	18	
20	Pensacola Women's Club*	19	

*This was an additional Resource We Have suggested by a respondent.

Table 7

RESOURCES WE HAVE -- PRESENTED IN ORDER OF GROUP RANKING SCORE (cont'd)

Identifying Number	Resources We Have	Rank Order	Feasibility Rating
11	Credit unions	20	
14	UWF Media Center	21	3.93
12	The two interagency councils (Children's Services Interagency Association and Work Incentive Interagency Committee)	22	3.67
18	Public Teachers' Association	22	3.58
13	Federally Employed Women, Inc. (F.E.W.)	24	4.31
24	Girl Scouts*	24	
30	Medical Society*	24	
17	Federal Women's Programs (F.W.P.)	27	4.05

*This was an additional Resource We Have suggested by a respondent.

* social realities for the public school system (kindergarten through high school; and

* political realities for the Public Teachers' Association.

Resources We Need

There was a total of 23 Resources We Need for review and voting. These are presented (in group rank order) in Table 8, pages 27 and 28. The five which received the highest ranking scores are:

* innovative programming and personnel and funding resources for day care centers;

* career counseling and training in nontraditional fields;

* resources on civil rights for women;

* legal help for civil cases; and

* coordination of women's programs.

Of the ten top ranked Resources We Need, three had been suggested by respondents. These are:

* programs for job re-entry skills;

* source for information on budgeting and income (money) management; and

* an affirmative action official at the University who would be specifically responsible for women's needs.

There was only one Resource We Need which had received a high Importance and low Feasibility rating, and which was presented for further exploration; this was:

* innovative programming and personnel and funding resources for day care centers.

The realities indicated were: political (37% of the respondents indicated this was the reason for their vote) and practical (33% of the respondents indicated this was the reason for their vote).

Table 8

RESOURCES WE NEED -- PRESENTED IN ORDER OF GROUP RANKING SCORE

Identifying Number	Resources We Need	Rank Order	Feasibility Rating
1	Innovative programming and personnel and funding resources for day care centers	1	3.44
5	Career counseling and training in non-traditional fields	2	3.63
7	Resources on civil cases	3	3.81
2	Legal help for civil cases	3	3.81
3	Coordination of women's programs	5	3.72
6	Training in problem areas regarding women's health	6	3.74
19	Programs for job re-entry skills*	7	
13	Source for infomation on budgeting and income (money) management*	8	
9	Non-sexist training for public school teachers	9	3.32
14	An Affirmative Action Official at UWF and PJC who would be specifically responsible for women's needs*	10	
21	Health education stressing dignity of female body (enabling them to make choices concerning reproduction and sexual activity)*	11	
20	Counseling for women with special needs (e.g.: expanding concept of minority to include women who are minorities in their profession, such as military or medicine)*	12	
10	Widely distributed schedule of local, county, and state government, and public facility (e.g.: schools) policy meetings which are open to the public	13	4.17

*This was an additional Resource We Need suggested by a respondent.

Table 8

RESOURCES WE NEED -- PRESENTED IN ORDER OF GROUP RANKING SCORE (cont'd)

Identifying Number	Resources We Need	Rank Order	Feasibility Rating
12	More women officers and financial counselors (loan, investment, trusts, etc.) in banks	13	3.68
4	Non-sexist mental health counseling	15	3.68
16	Revenue sharing with more emphases on human services than road building*	16	
24	Marriage counseling services, a course in marriage*	17	
23	Human rights consulting team*	18	
18	Training of foster care persons*	19	
17	Support system and education of family day care homes*	20	
22	A source of information, assistance, and introduction for women who have recently moved to Pensacola*	21	
15	Child advocacy group*	22	
25	A study of the role of the family in an enduring and viable society*	23	

*This was an additional Resource We Need suggested by a respondent.

Objectives/Resources Relationships and Programs

The aim of this study was to develop a list of programs that could be considered for the second project year. There were two sections of the study that related directly to this aim:

* that which dealt with which Resources could be used to achieve which Objectives; and

* the specific programs or projects suggested by respondents for the Objectives and for the Resources We Need.

The Resources suggested for each Objective were for the most part specific to that Objective (that is there was not a random assigment of Resources by the respondents). However, many of the Resources were mentioned as appropriate to several of the Objectives. In total, 99 distinct programs were suggested for the top ten Objectives. Of these, there were 14 which were checked as "urgent" by 50% or more of the respondents. Fifty-six programs were suggested for the Resources We Need; 21 of these were recommended as "urgent" by 50% or more of the respondents.

Because the Objectives, Resources, and programs are interrelated, we are presenting the results of the two sections mentioned above together by Objective and by Resource We Need. For each of the top ten Objectives, the following information is provided:

* a list of the Resources We Have and Resources We Need recommended by respondents as Important for the achievement of the Objective;

* a complete list of the programs recommended by respondents to be used in achieving the Objective; and

* the percent of respondents who indicated that the program is urgent. For each of the top ten Resources We Need, we have presented the programs suggested, and the percent of respondents indicating that the program is urgent.

The results are shown as Tables 9 through 28 in Appendix I.

Odes to the Oracle

In response to the sections in the second and third questionnaires in which one or two stanza poems were solicited from respondents, more than 30 respondents contributed a total of 38 odes. These odes ranged from humorous ditties to thought-provoking poems, many exceeding two stanzas. In the fourth round, respondents rated the 38 odes using the Odes Scale (Table 5, page 17) developed for this study. Presented in this final report are the six odes that received the highest ratings (Appendix II). It is hoped that these will serve as inspiration and entertainment for future designers of such studies and their respondents.

CONCLUSIONS

In the Delphi study, four iterative questionnaires were distributed over a seven-month period. A respondent panel of 56 women reviewed and ranked Objectives and Resources available (Resources We Have); and Resources not available (Resources We Need), required to achieve the Objectives. The respondents also recommended, reviewed, and voted on specific program suggestions that could be developed during the second year of the project. The study achieved its primary aim: to offer relevant program suggestions for the Continuing Education for Women program in Pensacola.

The advantage the Delphi technique offered in terms of negating status and background, and in terms of providing the opportunity for more people to provide more input than many other techniques, proved very valuable. Other benefits were that there was no need for respondents to be at the same place, at the same time for a meeting, and that the suggestions and opinions of a rather large group of diverse individuals could be coalesced. More important, the Delphi assured that these diverse opinions can be considered equally.

In addition, this Delphi has let the Pensacola community know what are the special needs and concerns of women. Relevant programs are being carried out (or are being developed) by the Continuing Education for Women Office at U.W.F. in an effort to be responsive to many of these needs and concerns. These are the programs that have been suggested by respondents in this Delphi study. Other needs recognized as urgent through this Delphi are being called to the attention of appropriate agencies and organizations via Task Force members and other concerned citizens.

This study was one of the few times that the Delphi method has been applied with the respondent panel being selected at least in part from the general

population. It was the first time that the Delphi technique has been used purposefully as a means of community organization, and to facilitate or create awareness among women.

Both innovations proved complex, but rewarding. While it was difficult to develop participation on the part of some respondent groups, the response rate was, on the whole, quite favorable. The most positive immediate outcomes of the study were that specific program suggestions were actually made, and a heightened sense of awareness developed among the respondent panel.

Through the Continuing Education for Women project and Task Force, women are working together to meet the needs and programs expressed through the Delphi study. Also, through the study, a "community" of women has begun to form in Pensacola.

Most of the respondents indicated that they were pleased to have been able to participate in the project and in working indirectly with other women to achieve the project goals. Since the completion of the study and the beginning of the actual programming, many respondents have become active participants and resource people for the project. It is hoped that the report will be a starting point for new directions in the lives of Pensacola women.

APPENDICES

APPENDIX I

Objectives/Resources Relationships and Programs

Table 9

OBJECTIVE: DAY CARE FACILITIES AVAILABLE AS NEEDED

Resources to be used in achieving the Objective

Resources We Have: Pensacola Junior College

University of West Florida

Public school system (K-12)

Community Mental Health Program

Newspaper

Two interagency councils

Resources We Need: Innovative programming and personnel and funding resources for day care centers

Affirmative Action Official at UWF and PJC

Coordination of women's programs

Support system and education of family day care homes

Programs for job re-entry skills

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Conduct a study to determine the need and to assess success or failure of existing centers and recommend types and locations of new ones, then move in direction of setting up centers as suggested by respondents (funding sources, etc.)	56.3%
Organize concerted community efforts of organizations such as the YWCA, League of Women Voters, NAACP, NOW and representatives of Social and Economic Services, etc. to lobby county commission and coordinate activities of agencies involved in day care centers.	43.8%
Set up training programs for those who want to work with children, might use some buildings that are accessible, such as the St. Joseph and Corine Centers.	40.6%
Set up a community cooperative day care center staffed by people who use it, possibly committing a certain number of hours each week in exchange for having their children attend the center.	40.6%

Table 9

OBJECTIVE: DAY CARE FACILITIES AVAILABLE AS NEEDED (cont'd)

Program	% Indicating Program is Urgent
Have a series of articles in the Pensacola News Journal. These would include explanations of the need for day care and information about services currently available (what, where, how much, etc.)	34.4%
Set up a committee that would include county commissioners, United Way, Intergovernmental Programs Association, etc. to explore possible sources of funding, and ways of meeting federal interagency guidelines while trying alternative efforts (e.g.: opening up use of private programs before creating new centers).	31.3%
Establish a center at PJC and UWF using one or two full-time employees, the remainder should be students. These centers should be self-sustaining after an initial loan, and should have some means of monitoring quality of care. People from UWF and PJC or Community Mental Health Center could provide training.	31.3%
Have Delphi study group write a federal project to obtain funds to start a pilot project day care center.	28.1%
Set up self-supporting facilities with the help of churches and and industries/employer groups.	28.1%
Set up programs for employees, perhaps, having day care as a fringe benefit (employers need to have a larger responsibility).	18.8%

Table 10

OBJECTIVE: INCREASED PARTICIPATION OF WOMEN IN POLITICS

Resources to be used in achieving the Objective

Resources We Have: WSRE (Channel 23)

University of West Florida

Newspaper

Pensacola Junior College

Public vocational and continuing education programs

National Organization for Women

League of Women Voters

Resources We Need: Career counseling and training in nontraditional fields

Non-sexist training for public school teachers

Coordination of women's programs

Affirmative action official at UWF and PJC

Widely distributed schedule of . . . meetings open to the public

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Have a news report (or series of reports) on the radio, T.V., and in the Pensacola News Journal regarding increased participation of women in politics, including interviews with women who are already active provide explicit information about sources for information.	62.5%
Revitalize Women's Political Caucus (with both Democratic and Republican parties); campaign with these groups to elect women.	46.9%
Establish a "Know Your Government" program. Interested persons could hold meetings to discuss government process, problems, etc. (Could stimulate people to run for office.)	37.5%

Table 10

OBJECTIVE: INCREASED PARTICIPATION OF WOMEN IN POLITICS (cont'd)

Program	% Indicating Program is Urgent
Offer a credit or non-credit (short-term) course at PJC, UWF, and the YWCA on women and political activity, including "how to" information.	34.4%
Provide a series of local seminars or short-term courses about politics (importance of voting, election process, and positions available, etc.); include on the panel, women who are already active or elected on local and state level.	34.4%
Identify qualified women who are members of a political party to "infiltrate" local caucus (political) meetings and to secure positions other than that of secretary of the meeting.	31.3%
Have the League of Women Voters sponsor a creative project which would encourage women to become more active.	28.1%
Mail "Political Action" brochures to women. These would include information on political process, ways to become active and run for office.	28.1%
Set up a speakers' service that would include women who are politically active or elected officials. Offer service to clubs and organizations.	21.9%

Table 11

OBJECTIVE: COMMUNITY AWARENESS PROGRAMS FOR WOMEN

Resources to be used in achieving the Objective

Resources We Have: Pensacola Junior College

University of West Florida

Public vocational and continuing education programs

Newspaper

WSRE (Channel 23)

Resources We Need: Coordination of women's programs

Affirmative action official at PJC and UWF

Career counseling and training in nontraditional fields

Non-sexist training for public school teachers

Innovative programming and personnel and funding resources for day care centers

Widely distributed schedule of . . .meetings which are open to the public

A source of information. . . for women who have recently moved to Pensacola

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Have WSRE or UWF (Continuing Education) develop a package program including film clips, brochures, discussions, etc. Present these awareness programs at high schools, colleges, public vocational and continuing education programs (could be taped and presented at the women's center).	65.6%
Have UWF staff formulate programs to be carried out through the newspaper, radio, and commercial T.V. This must be kept at a practical level, not a theoretical level, and should be advertised beforehand.	53.1%

Table 11

OBJECTIVE: COMMUNITY AWARENESS PROGRAMS FOR WOMEN (cont'd)

Program	% Indicating Program is Urgent
Produce a good bi-monthly magazine aimed at women; should be reasonably priced (not free), and supported by advertising. This could be an outlet for all subjects discussed in this study.	37.5%
Encourage awareness of and involvement in existing political, social, and educational programs; work toward promoting needs of women in the community.	31.3%
Develop non-sexist training for public school teachers	28.1%
Set up a campaign to revitalize and reorganize women's clubs already in existence and encourage them to be more assertive and change-oriented.	28.1%
Have each community center, and possibly the YWCA, develop programs that will reach every age group. Might include panels of persons especially geared to target groups.	28.1%
Add awareness classes to the PJC short-term evening course series.	21.9%
Start with a systematic series of consciousness-raising groups/talks developed through the local N.O.W. chapter.	15.6%
Have N.O.W. hold widely-advertised meetings inviting non-members to attend.	15.6%
Have a "Tupperware" type organizational structure to secure broad-based involvement and information/issue exchanges among women.	12.5%
Have League of Women Voters hold awareness meetings.	9.4%

Table 12

OBJECTIVE: A WOMEN'S CENTER -- INDEPENDENT OF EXISTING ORGANIZATIONS; SUCH A CENTER WOULD HOUSE MANY OF THE SERVICES LISTED EARLIER AND BE A PLACE WHERE A WOMAN COULD GO AT ANY TIME FOR INFORMATION, ADVICE, AND SIMPLY FOR COMPANY

Resources to be used in achieving the Objective

Resources We Have: Community Mental Health Program

Pensacola Junior College

University of West Florida

County Health Department

Legal Aid Society

National Organization for Women (NOW)

Young Women's Christian Association (YWCA)

Resources We Need: Coordination of women's programs

Career counseling and training in nontraditional fields

Affirmative action official at UWF and PJC

Source for information on budgeting and income management

Training in problem areas regarding women's health

Human rights consulting team

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Coordinate through the YWCA; solicit funds from the city, county, state, and federal governments, United Way, and with the aid of the UWF project staff work with N.O.W.	56.3%
Use media extensively to organize, promote, and encourage use of women's center.	46.9%
Must be set up at a centrally located facility to avoid serious transportation problems.	40.6%
Set up such a center at PJC and UWF; use for information, counseling, and coordination of women's programs.	37.5%

Table 12

OBJECTIVE: A WOMEN'S CENTER -- INDEPENDENT OF EXISTING ORGANIZATIONS; SUCH A CENTER WOULD HOUSE MANY OF THE SERVICES LISTED EARLIER AND BE A PLACE WHERE A WOMAN COULD GO AT ANY TIME FOR INFORMATION, ADVICE, AND SIMPLY FOR COMPANY (cont'd)

Program	% Indicating Program is Urgent
Work with the local clubs, agencies, etc. to set up such a center, but ensure committed management through a governing board.	34.4%
Start with obtaining a reasonably large, centrally located facility (such as a house).	31.3%
UWF could sponsor, giving credit for work done in setting up the center, or working (volunteering) there.	21.9%
Staff center with volunteers.	18.8%
Set up in a church or city recreation area.	18.8%
Include a half-way (temporary shelter) arrangement.	18.8%
Should be established and staffed by one of the education agencies or Community Mental Health Center.	9.4%
Set up in a bank, where meeting rooms might be available.	0%

Table 13

OBJECTIVE: CREATION OF PART-TIME JOB OPPORTUNITIES FOR WOMEN

Resources to be used in achieving the Objective

Resources We Have: Manpower Training Program

Public vocational and continuing education programs

Newspaper

Pensacola Junior College

University of West Florida

State Employment Agency (Service)

Resources We Need: Programs for job re-entry skills

Career counseling and training in nontraditional fields

Innovative programming and personnel and funding resources for day care centers

Affirmative action official at UWF and PJC

Coordination of women's programs

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Set up a job bank that would include part-time jobs. This could be sponsored by one or several organizations.	50.0%
Arrange for "shared jobs". This would allow two women who would like to have the same job work on a half-time basis. They might even share caring for the children. This could be encouraged through media programs and announcements.	43.6%
Develop a training program for women who want part-time jobs. This could include re-entry skills and counseling.	40.6%
Advertise and promote the fact that free Adult Basic Education (ABE) and Graduate Equivalency Diploma (GED) are offered free at community schools, and that the George Stone vocational training for adults and job placement is free.	37.5%

Table 13

OBJECTIVE: CREATION OF PART-TIME JOB OPPORTUNITIES FOR WOMEN (cont'd)

Program	% Indicating Program is Urgent
Develop a program of advertising through the News Journal, television, and radio. Could involve community leaders, business people, and the Florida State Employment Service.	37.5%
Survey industry, hospitals, community organizations to explore possibilities, need, and implications of promoting part-time jobs.	34.4%
Advertise and expand on the PJC refresher courses that prepare people for part-time or full-time jobs. Expand it to include not only high school and college students, but also other age groups.	28.1%
Have a Manpower-paid-for person canvas employment agencies and businesses to arrange for full-time jobs to be made into part-time jobs, where possible. Develop incentives for the businesses.	28.1%
Make employees at the Manpower Training Program and the Florida State Employment Service aware that there is a rich source of labor available for part-time positions.	21.9%
Set up a committee that would include bankers, Chamber of Commerce, business people, lawyers, and state employment and private employment agencies, etc.	12.5%

Table 14

OBJECTIVE: PROGRAMS TO INCREASE WOMEN'S AWARENESS OF FEDERAL AND STATE LEGISLATION WHICH PROTECT THEIR INTERESTS AND RIGHTS (INCLUDING JOB OPPORTUNITIES, EDUCATION, CREDIT, ETC.)

Resources to be used in achieving the Objectives

Resources We Have: WSRE (Channel 23)

Newspaper

Pensacola Junior College

University of West Florida

Legal Aid Society

National Organization for Women (NOW)

Resources We Need: Resources on civil cases

Affirmative action official at PJC and UWF

Coordination of women's programs

Legal help for civil cases

Career counseling and training in nontraditional fields

Human rights consulting team

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Set up information series, and special programs in the newspaper, T.V., and radio over a period of time, not just once; and should be publicized well in advance.	65.6%
Set up legal rights, legislation seminars, and short-term classes through PJC, UWF and/or public vocational and continuing education programs.	53.1%
Use the Legal Aid Society to assist.	31.3%
Collect and disseminate information available from the county, city, state, and the Better Business Bureau, etc.	31.3%
Set up a speakers' bureau that could provide qualified persons for schools, organizations, etc.	28.1%

Table 14

OBJECTIVE: PROGRAMS TO INCREASE WOMEN'S AWARENESS OF FEDERAL AND STATE LEGISLATION WHICH PROTECT THEIR INTERESTS AND RIGHTS (INCLUDING JOB OPPORTUNITIES, EDUCATION, CREDIT, ETC.) (cont'd)

Program	% Indicating Program is Urgent
Should be set up in the same way as the community awareness program.	28.1%
Have joint sponsorship (or a specific project do this) on the part of N.O.W., League of Women Voters, Junior League, NAACP, etc.	25.0%
Should be federally-funded positions in agencies to let women know their rights.	21.9%
Set up an affirmative action official at PJC and UWF.	18.8%
Create a women's lobbyist group.	12.5%

Table 15

OBJECTIVE: COMPILATION OF A COMMUNITY AND REGIONAL DIRECTORY OF EXISTING OPPORTUNITIES AND RESOURCES

Resources to be used in achieving the Objective

Resources We Have: Pensacola Junior College

University of West Florida

Manpower Training Program

Newspaper

Public vocational and continuing education programs

National Organization for Women

YWCA

Resources We Need: Coordination of women's programs

Affirmative action official at UWF and PJC

Career counseling and training in nontraditional fields

Programs in job re-entry skills

Source for information on budgeting and income management

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
We should concentrate on distribution -- this is the key element. The directory is partially completed (Information and Referral Service). This should be reviewed from the women's viewpoint, then revised and added to.	71.9%
Organize a "Committee for Community Resources" to do this. Responsible persons in each agency, club, charitable organizations, and newspapers should be contacted.	68.8%
Have UWF students undertake this as a project for credit.	40.6%
Have the Delphi project staff do this by starting with a list of resources already collected.	37.5%
Have PJC or UWF do this.	12.5%

Table 15

OBJECTIVE: COMPILATION OF A COMMUNITY AND REGIONAL DIRECTORY OF EXISTING OPPORTUNITIES AND RESOURCES (cont'd)

Program	& Indicating Program is Urgent
Arrange for a Manpower Program person to do this.	12.5%
Have the vocational schools (even Navy wives) do the necessary research to compile the directory.	12.5%

Table 16

OBJECTIVE: CAREER AWARENESS THROUGHOUT THE ELEMENTARY AND SECONDARY SCHOOLS

Resources to be used in achieving the Objective

Resources We Have: Public school system (K - 12)

Public vocational and continuing education programs

Pensacola Junior College

WSRE (Channel 23)

University of West Florida

Resources We Need: Career counseling and training in nontraditional fields

Non-sexist training for public school teachers

Affirmative action official at UWF and PJC

Coordination of women's programs

Programs for job re-entry skills

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Have career counseling throughout the elementary and secondary schools stress the importance of education and career.	68.8%
Have a series of speakers, panels, etc. at schools, Girl Scout groups, etc. Include all levels of professional and working women; should aim at the 13 - 16 age group. Many business women's groups/sororities would gladly participate (have the speakers speak to their special interest groups -- scientists speak to the science classes, etc.)	40.6%
Develop a one-semester high school course entitled "Careers".	38.5%
Improve training and quality of guidance counselors, perhaps through in-service training.	34.4%
Have the Board of Public Instruction sponsor workshops for teachers; design and prepare materials in advance (this might include monetary incentives for attendance).	31.3%

Table 16

OBJECTIVE: CAREER AWARENESS THROUGHOUT THE ELEMENTARY AND SECONDARY SCHOOLS (cont'd)

Program	% Indicating Program is Urgent
Review "career days" (or "career weeks") that take place now; revise and expand as necessary.	28.1%
Approach the Coordinator of the Guidance Service, Coordinator of Career Information, and the Chairperson of Guidance at Woodham High School. In light of Title IX requirements, this is a good time to work on this.	25.0%
Review present home economics curriculum; revise and expand as necessary.	18.8%
A county council of PTA's and teachers' organizations could lay groundwork, develop programs, and classes.	15.6%
Utilize existing clubs at which presentations could be made (e.g., science, art, language, sports' clubs).	15.6%

Table 17

OBJECTIVE: ENFORCEMENT OF EQUITABLE CREDIT REGULATIONS

Resources to be used in achieving the Objective

Resources We Have: Legal Aid Society

Newspaper

Public vocational and continuing education programs

WSRE (Channel 23)

Public school system (K - 12)

National Organization for Women

Resources We Need: Legal help for civil cases

Resources on civil cases

Affirmative action official at UWF and PJC

Source for information on budgeting and income management

Training in problem areas regarding women's health

More women officers and financial counselors in banks

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Set up legal facilities that will investigate questionable sexist regulations, and provide assistance to women who have been denied credit or need assistance (could perhaps be set up through the Legal Aid Society).	71.9%
Media campaign to acquaint women with their rights -- series of articles in the newspaper; programs on commercial T.V., radio, and WSRE.	50.0%
Set up a committee that will include representatives of banks, Chamber of Commerce, Better Business Bureau, and legal organizations.	37.5%
Assemble a panel of volunteers who could be called upon to assist and advise. Publicize a list of their telephone numbers. This could be operated jointly with the Legal Aid Society.	34.4%

Table 17

OBJECTIVE: ENFORCEMENT OF EQUITABLE CREDIT REGULATIONS (cont'd)

Program	% Indicating Program is Urgent
Need to set up a clearinghouse program which would act as a center for all types of credit and financial problems and questions.	34.4%
Presence and awareness of women's bank with clear-cut regulations for granting loans, etc. made public.	28.1%
Provide information through the women's center.	28.1%
Establish an affirmative action official at PJC and UWF. She would be responsible for women's needs and handle this type of problem.	21.9%
Meet with credit managers, credit bureau, and bank loan officers to derive information and clarification on regulations, opportunities, etc.	21.9%

Table 18

OBJECTIVE: PUBLIC SCHOOL EDUCATION IN PARENTING

Resources to be used in achieving the Objective

Resources We Have: Public school system (K - 12)

Public vocational and continuing education programs

Pensacola Junior College

University of West Florida

Community Mental Health Program

Public Teachers' Association

Resources We Need: Non-sexist training for public school teachers

Career counseling and training in nontraditional fields

Coordination of women's programs

Innovative programming and personnel and funding resources for day care centers

Training in problem areas regarding women's health

A study of the role of the family in an enduring and viable society

Child Advocacy Group

Programs recommended to be used in achieving the Objective

Program	% Indicating Program is Urgent
Set up parenting classes that would include information such as: (1) not everyone should or needs to be a parent; couples should not have children until they are emotionally prepared; (2) budgeting; (3) legal aspects of parenting; (4) responsibilities; (5) decision-making, and etc. (could include modified problem-solving, group techniques).	75.0%
Develop and start teacher training programs in parenting and include workshops, courses, etc. (this could be done by the Community Mental Health Center, etc.)	40.6%
Set up programs, workshops, etc. for parents in parenting and understanding of their children's education.	37.5%

Table 18

OBJECTIVE: PUBLIC SCHOOL EDUCATION IN PARENTING (cont'd)

Program	% Indicating Program is Urgent
Set up a comprehensive, year-to-year program in child development, adolescent psychology, family life, etc. Each year would emphasize a different area of parenting.	37.5%
Review the home economics courses, revise and expand as necessary; make the courses a requirement for both males and females.	31.3%
Have the state provide a team of qualified people to visit the schools and civic groups (Scouts, etc.) to make presentations, and to be available for counseling.	25.0%
Expand the current high school classes in marriage to include psychology of being a parent.	25.0%
Send a committee to Tallahassee to present a plan to state officials for consideration as a regular part of the educational curriculum.	18.8%
Set up a publicity campaign through the newspapers, T.V., and radio.	12.5%
Discuss with the school board superintendent and others who devise curricula to devise strategy. Perhaps, "traditional" groups (e.g., businesses, churches, etc.) could lobby the school board or school advisory committee.	9.4%

Table 19

RESOURCE WE NEED: INNOVATIVE PROGRAMMING AND PERSONNEL AND FUNDING RESOURCES FOR DAY CARE CENTERS

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Set up a community cooperative day care center, staffed by people who use it. Users could commit hours each week in exchange for having children in the center.	59.4%
PJC or a public vocational program could educate workers on care and handling of children. Community Mental Health could be a consultant; a nurse from the County Health Department could periodically examine the children.	46.9%
Organize a committee to encourage industries or employees' organizations and churches to fund day care centers (could be coordinated through the UWF Social Welfare Department).	40.6%
Investigate and develop federal funds, new sources, new regulations, etc. (could start with the Intergovernmental Program Office).	34.4%
Develop a research committee for day care centers	34.4%
Coordinate activities and define needs (e.g., number of sites personnel, types, and locations of facilities) -- this could be coordinated by a women's organization drive.	31.3%
Develop local funding from the city and county. If it could be 60% self-supportive, it could get off the ground.	28.1%

Table 20

RESOURCE WE NEED: CAREER COUNSELING AND TRAINING IN NONTRADITIONAL FIELDS

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Prepare and distribute an information brochure for the middle school student identifying nontraditional fields and including a brief description of important high school and other training courses needed for preparation.	56.3%
Solicit opinions and advice from business women in Pensacola, and have a panel of these women speak to women's groups and schools; also have women available at PJC and UWF for counseling.	53.1%
Hold workshops or short courses for teachers and career counselors.	50.0%
Set up short-term courses at PJC, YWCA, public vocational and continuing education schools, and the Adult Vocational Training School.	46.9%
Approach the Coordinator of the Guidance Service, Coordinator of Career Information, and the Chairperson of Guidance at Woodham High School.	28.1%

Table 21

RESOURCE WE NEED: RESOURCES ON CIVIL CASES

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Have a series of articles in the News Journal regarding women's rights.	62.5%
Have information available at the women's center, possibly, with some informed person on call.	56.3%
Make full use of the resources available through the Human Rights Commission.	46.9%
Develop an information program to take to the needy areas in the county. Program could be developed jointly by NOW, NAACP, League of Women Voters, and the American Association of University Women.	43.8%
Have a special program(s) on WSRE.	34.4%
Include information in the community resources booklet.	31.3%
Have a public defender offer a seminar on this subject.	25.0%
Set up a center for such needs at the YWCA, UWF, or PJC with an official responsible for women's needs.	21.9%

Table 22

RESOURCE WE NEED: LEGAL HELP FOR CIVIL CASES

Programs recommended to be used in developing the resource

Program	% Indicating Program is Urgent
Coordinate programs regarding legal advice for women.	59.4%
A women's center should contract with an attorney to handle all civil cases. This yearly contract would work out to a a nominal fee for each case.	53.1%
Canvas local attorneys for possible volunteers in civil cases, compile a directory of volunteers.	53.1%
Obtain more funds to aid projects for the benefit of the defense expansion and increased stable funding for legal aid.	43.8%

Table 23

RESOURCE WE NEED: COORDINATION OF WOMEN'S PROGRAMS

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
This should be headquartered and operated by the women's center.	68.8%
Organize a committee led by the UWF team that has directed the Delphi project.	68.8%
Utilize the women leaders in Pensacola.	37.5%
Effect a meaningful coalition or common effort among women's organizations, possibly, through liaison committees developed by each local women's group and interested organizations e.g., UWF -- to increase awareness and foster cooperative ventures.	31.3%
Enlist the assistance of the YWCA, League of Women Voters, and the United Way.	28.1%

Table 24

RESOURCE WE NEED: TRAINING IN PROBLEM AREAS REGARDING WOMEN'S HEALTH

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Involve women doctors and nurses in the Pensacola area in offering a series of workshops at the Escambia County Health Department, YWCA, or other appropriate locations.	71.9%
Existing health facilities should coordinate a program and offer it through the Escambia County Health Department.	40.6%
Develop a collection of resource materials for the Women's Library at the YWCA.	37.5%
Establish public information campaigns through the newspaper, radio, and T.V.	37.5%
Have the community centers and churches set up health training programs.	34.4%
Have N.O.W. and the YWCA jointly sponsor a series of workshops or speakers.	25.0%

Table 25

RESOURCE WE NEED: PROGRAMS FOR JOB RE-ENTRY SKILLS

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Offer special programs in the community centers.	56.3%
Publicize and expand on programs offered through the George Stone Vocational Training School.	56.3%
Offer short-term, job re-entry refresher and vocational courses at PJC.	50.0%
Coordinate programs which relate to women's needs in this area.	40.6%
Have the Manpower Training Program sponsor a special course and publicize its services.	31.3%

Table 26

RESOURCE WE NEED: SOURCE FOR INFORMATION ON BUDGETING AND INCOME (MONEY) MANAGEMENT

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Sponsor and publicize workshops offered by area banks and lending institutions, and workshops involving women who have expertise and professional experience in this area. Offer workshops at different times -- day, evening, and weekends, and at different locations so that all women could easily attend.	62.5%
This should be taught as a part of the home economics course in high schools.	62.5%
Offer this as a part of the continuing education courses and make it available in the vocational schools.	46.9%
Offer budget and debt counseling (credit unions and retired credit experts could be used, for example).	43.8%
Extend the Consumer Credit Counseling Program to offer a special service for women's problems.	43.8%
Offer short-term courses or panel discussions through PJC or WSRE.	18.8%

Table 27

RESOURCE WE NEED: NON-SEXIST TRAINING FOR PUBLIC SCHOOL TEACHERS

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
Have a series of training sessions or workshops offered over a period of time. Request that the public school system send their teachers on a systematic basis so that most of the teachers would be exposed to the training.	65.6%
Conduct in-service training programs for elementary, middle, and high school teachers. possibly, operated by the Community Mental Health Center or the Board of Public Instruction.	62.5%
This should be available through UWF or PJC as a part of the required curriculum.	43.8%
UWF should offer a course each semester (free of charge) sponsored by the Office of In-Service Training for Escambia County.	21.9%

Table 28

RESOURCE WE NEED: AN AFFIRMATIVE ACTION OFFICIAL AT THE UNIVERSITY OF WEST FLORIDA AND PENSACOLA JUNIOR COLLEGE WHO WOULD BE SPECIFICALLY RESPONSIBLE FOR WOMEN'S NEEDS.

Programs recommended to be used in developing the Resource We Need

Program	% Indicating Program is Urgent
UWF Delphi study group should bring to the attention of UWF and PJC administrators and the press, the findings of this study.	62.5%
Develop support from civic groups to influence state officials to fund such a post.	50.0%
Approach the advisory boards of the colleges	40.6%
Consult with the president of each school.	31.3%
Advertise need over WSRE-TV, Channel 23.	31.3%
Use influence of the YWCA women's clubs	18.8%

APPENDIX II

Winning Odes to the Oracle

WINNING ODES TO THE ORACLE

Ode #1

Supposedly, women cannot succeed;
So why should they want to make minds muddy
Doing a bothersome Delphi study
When they've jobs to do and mouths to feed?
Ah-h-h! But woman is nurturant, kind;
So after her work-a-day chores are done,
She'll take up a pen, and consider it fun
To try to improve the community's mind!

Ode #2

Little Miss Muffett,
Get off your tuffet
And finish your questionnaire!
Since you have turned fighter,
All women feel brighter;
Your answers may get them somewhere.

Ode #3

The day is almost over;
The sun sets in the west;
Let me finish this study
So I can get some rest.

Ode #4

The house is upside down again,
I smell the meatloaf burning;
Forget it all and take up pen
For womanhood is yearning;
A more fulfilling life we seek
Which comes about by learning;
So get the Delphi study out,
And keep our progress churning!

I think I can, I know I can
Complete my Delphi study;
You do it too, We count on you;
Don't be a fuddy duddy!

Ode #5

In this day and time,
Society is full of crime
For loss of jobs due to economy fate
Has turned many people to hate.

In this world of plenty,
The poor still hasn't any;
Yet we still must pay
To live from day to day.

Spring is here, the brightness brings cheer
Delphi work session enlightened me much
It stirred my mind, so I'm ready to
Finish this study with great joy and no fear.

Ode #6

Psalm of Delphi
by Henrietta Wadsworth Longperson

Tell me not in mournful numbers
Women's Lib is but a dream!
While your idle pen just slumbers
Things are not what they seem.

We are real! We are earnest!
And the cook stove not our goal;
Dust thou must as dust returnest,
Was not meant to be our role.

Lives of great gals all remind us
We can make our lives complete;
And, departing, leave behind us,
Answers on our question sheet.

Answers, that perhaps another
Lost, and filled with female pain,
A forlorn and anxious sister
Seeing, may take heart again.

Let us then we up and writing
With a heart for deadline date
Delphi questionnaire exciting!
Start to labor and <u>not</u> wait.

APPENDIX III

Second Year Program Plans

SECOND YEAR PROGRAM PLANS

Program Plans

In June, 1976, the Continuing Education for Women Task Force met to make decisions about programs for the second project year. The results of the fourth round of the Delphi study were used as the basis for making these programming decisions. The group met to choose four pilot program areas and make specific program recommendations for each of those major areas.

The Task Force chose as its second year goal the establishment of a women's center in Pensacola in order to effectively continue women's programming after this second and last year of funding. The Task Force hoped that a women's center could sustain and expand upon what the two-year Continuing Education for Women project started. Further, the Task Force aligned its efforts with efforts already underway to help establish the women's center at the YWCA in Pensacola. The Executive Director of the YWCA enthusiastically endorsed the idea. In addition, YWCA Program Committee members are now serving on each of the Continuing Education for Women Programming Task Forces. This merger not only strengthens the original Task Force, but also paves the way for a smooth transition as the Continuing Education for Women project ends in June '77 and the YWCA continues.

All Continuing Education for Women programs are promoted as "in cooperation with the YWCA, The University of West Florida's Continuing Education for Women presents. . ." In addition, most Continuing Education for Women programs are being presented at the YWCA facilities. Holding CEW programs at the YWCA is facilitating women's acquaintance with the YWCA as an information and referral center for women's special needs.

With the establishment of the YWCA as a women's center, the overall goal

of the Task Force, the group then settled on four areas of CEW programming to be offered throughout this year. It was decided that programming be limited to four major areas so that the Task Force and office staff would meet its challenges within a year.

Those four programming areas are: Child Care, Health, Politics, and Employment.

At this Program Planning Conference, members of the Task Force divided into four groups to discuss each of these programming areas and make specific program suggestions based on the results of the Delphi study and their own knowledge of the subject.

Child Care

The Task Force group dealing with the program area of Child Care recommended 1) to offer a mini-course in child development. This would be an itinerate program available upon request to various community groups with the twofold purpose of educating women to the beneficial effects of good child care and to teach women how to evaluate and recognize good child care centers.

They also proposed 2) a program that would teach women how to set up both regulated and non-regulated centers. This program would deal with small neighborhood co-ops, large community co-ops, etc.

3) A third program recommendation dealt with industrial or job-site child care facilities. Who has them? How do they operate? How to get one started. This program would be designed primarily for personnel groups and, of course, for groups of women interested in urging such a facility at their own work sites.

In addition to these program ideas, the Child Care group established the policy that CEW will offer good child care facilities in conjunction with all

the programs offered so that child care will not be a problem for mothers wishing to attend the programs.

Health

The Health Task Force chose a long-term goal of establishing a women's health co-op through the women's center (YWCA). By co-op, the group means "women helping and informing each other". The emphasis will be on education rather than diagnosis and treatment.

While offering programs regarding women's health, they plan to be working with the women's center at the YWCA to develop an outreach program to inform the public of the need and function of a women's health co-op. In preparation for this co-op, they also plan to be studying existing models in other communities, and they will be contacting supportive medical personnel in order to gain their sanction and enlist the aid of the local medical community.

The specific programs this group suggested were: 1) courses on the anatomy and physiology of women. These courses will include such topics as menstruation, conception, pregnancy, delivery, and menopause with continued emphasis on attitudes and psychological implications; 2) family planning which will include methods of birth control, local resources, and information on planned pregnancy; 3) self-evaluation will teach body awareness and examination of breasts, vagina/uterus; there will be sessions on body image including aging and changing; and 4) a fourth area of programming will deal with understanding female disorders such as vaginal disorders, periodic distress, menopause, self-concept, venereal disease, etc.

Politics

The group addressing itself to programs for women in politics first settled on what they termed a "three-pronged thrust" to show women 1) how (and

that) the political process affects them directly; 2) how the political process works, and 3) how to make the political process work for them. The specific programs and activities that the Political group suggested were: 1) develop a "how to" brochure; 2) train a core of women to teach political awareness throughout the community upon request; and 3) media outreach, which might include documentary presentations on the political issues, P.S.A. schedules on radio and T.V. stations, and the regular printing of a women's political calendar keeping the community up to date on the political activities of women in Pensacola.

It was learned that many of the above tasks were already being planned by the Pensacola League of Women Voters. As a result, this Political Task Force has aligned itself with the League and plans are now underway to jointly present a workshop on political awareness in February prior to the next Florida legislative session.

Employment

The group programming to meet the needs of women in Employment are planning to 1) offer a presentation to personnel offices, clubs, and agencies about the advantages and disadvantages of alternate and part-time work schedules and shared jobs; 2) media coverage of what is learned both pro and con regarding part-time and shared jobs; 3) Ways to a Job -- an informative presentation about the vocational training and career counseling services available to women in Pensacola. This presentation would include a discussion of hiring trends, current job listings, explanation of Equal Employment Opportunity and Affirmative Action, and promotion of nontraditional job opportunities for women; 4) Job Re-entry -- a "how to" and skill building seminar or series of workshops dealing with resume writing, interviewing techniques, assertiveness

training, and E.E.O. information; and 5) still another area of program activity will be a series of sexism awareress training sessions to acquaint school teachers and counselors with sexism in others and in themselves.

With the programming phase currently underway, the project staff, and Task Force are enjoying the results of a well-planned project. The programs are well attended and participant evaluations are enthusiastic and favorable.

The first year's investment in planning, the principle part of which was the Delphi study, has proved to be time and energy well spent.